

Course Name : Albanian Language II							
Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
JMC 102	A	Spring	2.00	1.00	0.00	3.00	4.00
<b>Lecturer</b> Rahim Ombashi, Prof. Assoc. Dr.							
<b>Assistant</b>							
<b>Course language</b> Albanian							
<b>Course level</b> Bachelor							
<b>Description</b> Language is a very central element in human life. It helps both the realization of communication and the shaping of thought and its transmission. For this reason, a correct and best use of language helps both in the recognition process and in the very presentation of our personality. This course aims to equip students with a correct and as complete use of Albanian, to improve their skills in speaking and writing Albanian, to help them build a fluent and creative discourse, taking care for the spelling of vowels and consonants as well as the correct use of punctuation marks.							
<b>Objectives</b> <ul style="list-style-type: none"> <li>• The student will get to know and become practically proficient with the principles of spelling of the Albanian language that helps in writing.</li> <li>• To acquire the structure of the spelling rules of the Albanian language.</li> <li>• To provide students with a high communicative act, through oral and written normative discourse.</li> <li>• To do papers with a high linguistic level (essays, course assignments and diploma papers).</li> <li>• To encourage a critical look and the act of correction in cases of deviations from standard Albanian, taking care of the spelling of vowels, consonants, apostrophe, writing single words, separate and with a hyphen in between, the use of capital letters, in the use of punctuation marks.</li> </ul>							
<b>Core Concepts</b> <ol style="list-style-type: none"> <li>1. spelling principles; spelling rate; grammatical structure, spelling unit</li> <li>2. the graphization of the Albanian language: approximation of dialectal orthographies, Greek orthography</li> <li>3. unified spelling of the standard language, purity of the lexicon, deviations from the standard</li> <li>4. the structure of spelling rules, guiding rules, guiding rules, demonstrative rules of verbs, etc. After determining the basic principle of spelling, which is the phonetic principle, which requires words and their meaningful parts to be written as they are pronounced, the morphological principle also helps spelling, which requires preserving the unit of morphemes in writing. all their use cases. The other main principle is the historical-traditional, or etymological one, which means preserving the traditional way of writing, although the pronunciation has moved away from it, ie. today words are no longer pronounced the way they used to be written. Other auxiliary principles are the semantic and symbolic principles.</li> </ol>							
Course Outline							
Week	Topic						
1	Spelling: Principles of Albanian spelling. Structure of Albanian spelling rules. Phonetic, morphological and etymological principle. exercise Everyone must accept spelling as a set of rules for writing words and their forms correctly and alike, for writing single words, separate words and with a hyphen in between, as well as for the use of capital letters. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 133-138.						
2	Spelling of vowels: Accented vowels e, ë; the unstressed vowels of, ë. exercise The vowel e Words are written with e where this vowel is stressed and is followed by nasal consonants. In accordance with the embedded spelling, the verb stay and its derivatives will be written: stay, stable, etc. The words are written with ë, where this accented vowel is answered by a Greek a Memushaj, Rami. (2002) Standard Albanian, How to speak and write Toena, Tirana: 139-149.						

3	Vowel groups and meetings Words with the groups -ie- / -je- Foreign words with ia, ie, io, iu and ai, ei, oi, ui Apostrophe. exercise They are written with -ie-: 1. the names Sunday, sun, flour, etc. 2. Verbs that in the first person singular of the present indicative of active selection take the ending -j: boil, mix, feel 3. verbs in which this vowel group is not followed by the ending -j: fall, drive, steal Care should be taken when writing foreign words that have these groups of vowels. Apostrophe is mainly used in cases with elision. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 150-154.
4	Writing consonants Writing s-/z- and sh-/zh-/ç- initials Writing with j or i Consonants in the groups ce/ ci /, ge/gi (in foreign words) Foreign proper nouns Exercises Writing of s-/z- and sh-/zh-/ç- initials. Foreign nouns and pronouns are written in accordance with the pronunciation in the source language, but adapting to the phonological and morphological system of Albanian: Paris, Sicily, Athens Care must be taken to recognize and acquire grammatical norms, in order to strengthen habits, so necessary to turn the language into its real possibilities. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 155-160.
5	Writing single words, separated and hyphenated: writing single words; writing separate words; hyphenated writing; writing with long hyphen Exercises The writing of single or separate words is based on the semantic principle and the morphological principle, according to which all those compound units that from the lexical point of view behave as a single word are written together. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 161-168.
6	Use of capital letters Proper nouns Components of official names Two-plural proper nouns Exercises The use of capital letters in writing proper nouns is based on the symbolic principle: as in many other languages, in Albanian the capital letter serves to distinguish proper names and designations from common nouns. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 169-174.
7	Front Node and Prepositions Writing Front Node Writing Repetitive Nodes, Particles and Prepositions Exercises 1. Nominative adjectives and nouns in the gender case are written with a front nodule. 2. The front node of an adjective or a gender noun 3. When a gender noun comes after a masculine noun in the singular gender or dative case, it is written with the front node of, while when it comes after a noun feminine in these cases, it is written with s. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 81-98.
8	Mid Term exam
9	Punctuation Punctuation marks Punctuation principles Classification of punctuation marks Exercises Punctuation marks are used in writing to make the content of a written statement as well as the connections between its parts clearer and more understandable. Such are only those graphic signs that divide a text into sentences and periods and indicate the boundaries between smaller units within them. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 189-194.
10	Punctuation at the end of the sentence Period Other uses of the period Question mark Exclamation point Three periods Comma, brackets, quotation marks Exercises The period is used at the end of an independent sentence or a period to indicate the end of the statement, falling intonation and pause in the discourse. The question mark is used at the end of a question sentence. An exclamation point marks the end of an independent exclamatory sentence. The three points indicate the obstruction or interruption of discourse. Special uses of commas, brackets, and quotation marks. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 195-208.
11	Punctuation of the simple sentence Punctuation marks between the main and second members Homogeneous members without conjunctions and conjunctions Homogeneous members with generalizing words Punctuation in sentences with separate members: separate determiner, separate conjunction, separate circumstantial Exercises Punctuation marks between the main and second members Between homogeneous members that are not connected by conjunctions, a comma is placed. Words with a general meaning are demonstrative pronouns, indefinite pronouns, adverbs, nouns, numerals accompanied or not with nouns, groups of words, etc. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 209-215.

12	Clarifying, complementary and clarifying clauses Exclamatory Constructions with simple forms Affirmative, negative and demonstrative particles Modal words and expressions Interjections and sounds Exercises 1. Homogeneous members affected by connecting words with reinforcing meaning 2. Constructions that contain a complementary statement to a preceding member 3. Words that clarify the meaning of another member of the sentence and that are interrupted by words or expressions 4. The member of the sentence expressed by noun, pronoun, adverb or adjective The vocative is placed between commas or separated by a comma Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 216-222.
13	Punctuation of the period Period with non-directive sentences Sentences with counting conjunctions With oppositional conjunctions With indicative conjunctions With clarifying and additional conjunctions With causal conjunctions With conditional conjunctions Exercises Between the sentences of a period without conjunctions, meaningful relations are established similar to those of periods with conjunctions. These meaningful connections in speech are expressed by intonation, while in writing they are given by commas, semicolons or colons. Memushaj, Rami. (2002) Standard Albanian, How to speak and write Toena, Tirana: 223-225.
14	Period with coordination Subordinating period Definitive clause Verbal clauses (indicative and circumstantial) Exercises 1. Additive conjunctions and distinguishing conjunctions are not separated by commas. 2. Conjunctions are separated by commas. 3. Sentences with contradictory conjunctions are separated by commas. 4. Sentences connected by concluding coordinating conjunctions are separated by commas. Repeated conjunctions are separated by commas. Attention should be paid to the placement of punctuation marks in determinative sentences, in verbal sentences (indicative and circumstantial). Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 226-233.
15	Periods with intermediate and complex sentences Punctuation of direct speech, dialogue and quotations Direct speech Dialogue Quotes and quotations Repetition. exercise 1. Intermediate sentences have weak semantic and syntactical connections with the sentence in which they are used, therefore they are separated by commas. 2. Compound sentences are separated by brackets or hyphens from the sentence or period where they are used. The announcing part and the mentioning part. They can be in different positions. The dialog has two or more replicas. Quotations are enclosed in quotation marks. Memushaj, Rami. (2002) Standard Albanian, How to Speak and Write Toena, Tirana: 234-254.
16	Final Exam

<b>Prerequisites</b>	The student must attend the course at a minimum rate of 75%.
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Cikël leksionesh nga lektori i lëndës. (Ky cikël leksionesh është hartuar duke u bazuar si në literaturën e detyrueshme, ashtu edhe në atë të këshillueshme, pra është një përmbledhje e koncepteve themelore të lëndës). Akademia e Shkencave (1973) Drejtshkrimi i gjuhës shqipe, Tiranë; Memushaj, Rami. (2002) Shqipja standarde, Si ta flasim dhe ta shkruajmë (Pjesa III &amp; IV) Toena, Tiranë; Memushaj, Rami. (2004) Hyrje në gjuhësi, Dituria, Tiranë. Dhrimo, Ali-Memushaj, Rami. (2015) Fjalor Drejtshkrimor i Gjuhës Shqipe, INFOTUES, Tiranë. Kane, Thomas S. (2010) Si të shkruajmë shqip, Tiranë. (1980) Fjalor i gjuhës së sotme shqipe, Tiranë: fjalori.shkenca.org; (1984) Fjalor i shqipes së sotme, Tiranë; (2006) Fjalor i gjuhës shqipe, Tiranë. AshSh IGjL (2022) Rregullat e pikësimit në gjuhën shqipe, Tiranë.</li> <li>• Akademia e Shkencave (1973) Drejtshkrimi i gjuhës shqipe, Tiranë;</li> <li>• Memushaj, Rami. (2002) Shqipja standarde, Si ta flasim dhe ta shkruajmë (Pjesa III &amp; IV) Toena, Tiranë;</li> <li>• Memushaj, Rami. (2004) Hyrje në gjuhësi, Dituria, Tiranë.</li> <li>• Kane, Thomas S. (2010) Si të shkruajmë shqip, Tiranë.</li> <li>• (1980) Fjalor i Gjuhës së Sotme Shqipe, Tiranë: fjalori.shkenca.org;</li> <li>• (1984) Fjalor i shqipes së sotme, Tiranë;</li> <li>• (2006) Fjalor i Gjuhës Shqipe, Tiranë.</li> <li>• ASHSh IGjL (2022) Rregullat e Pikësimit në Gjuhën Shqipe, Tiranë.</li> <li>• Dhrimo, Ali-Memushaj, Rami. (2015) Fjalor Drejtshkrimor i Gjuhës Shqipe, INFOTUES, Tiranë.</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Shkurtaj, Gjovalin. (2006) Kultura e gjuhës, Tiranë: SHBLU 2006.</li> <li>• Demiraj, Shaban. (1999) Prejardhja e shqiptarëve nën dritën e dëshmimeve të gjuhës shqipe, Shtëpia botuese “Shkenca”, Tiranë;</li> <li>• Demiraj, Shaban. (1988) Gjuha shqipe dhe historia e saj, Tiranë: SHBLU: f. 247-276.</li> <li>• Elsie, Robert. (1997) Historia e letërsisë shqiptare, Dukagjini, Pejë: 265 faqe</li> <li>• Shehu, Hajri (2015) Studime për leksikon..., Botimet Albanologjike, Tiranë.</li> <li>• Ziko, Vangjush (2012) KORÇA Qyteti dhe kujtime, Korçë: f. 350-396.</li> </ul>
<b>Course Outcome</b>	
<b>1</b>	Correct use of the standard Albanian language in speech and writing.
<b>2</b>	This course of lectures will equip students with a correct and best use of Albanian, will improve their skills in writing Albanian and will help them build a fluent speech without spelling mistakes and punctuation. correct punctuation.
<b>3</b>	The student will become practically proficient with the principles of Albanian spelling, gaining more confidence in speaking and writing.
<b>4</b>	Linguistic issues arising from deviations from phonetic, morphological and graphic norms will be acquired.
<b>5</b>	A high communicative act will be achieved through normative discourse, applying the rules of spelling and punctuation.
<b>6</b>	Critical observation and the act of correction will be encouraged in cases of deviations from standard Albanian spelling and punctuation errors.

<b>Course Evaluation</b>			
<b>In-term Studies</b>	<b>Quantity</b>	<b>Percentage</b>	
Midterms	1	20	
Quizzes	1	10	
Projects	1	20	
Term Projects	0	0	
Laboratory	0	0	
Class Participation	1	10	
<b>Total in-term evaluation percent</b>		<b>60</b>	
<b>Final exam percent</b>		<b>40</b>	
<b>Total</b>		<b>100</b>	
<b>ECTS Workload (Based on Student Workload)</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration (hours)</b>	<b>Total (hours)</b>
Course duration (Including the exam week: 16x Total hours of the course)	16	3	48
Study hours outside the classroom (Preparation, Practice, etc.)	14	2	28
Duties	1	2	2
Midterms	1	2	2
Final Exam	1	2	2
Other	1	18	18
<b>Total Work Load</b>			<b>100</b>
<b>Total Work Load / 25 (hours)</b>			<b>4.00</b>
<b>ECTS</b>			<b>4.00</b>